

# EXAMPLE

**M**

**A**

**P**

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## Outcomes

1. *Improve students' acquisition of important knowledge, skills and competencies.*
2. *Monitor the performance of Missouri's educational system.*
3. *Empower students and their families to improve their educational prospects.*
4. *Support the teaching and learning process.*

**2004  
submission**

Completed MAP-A must be mailed to:

**Assessment Resource Center**  
University of Missouri – Columbia  
College of Education  
2800 Maguire Boulevard  
Columbia, Missouri 65211

**PORTFOLIOS MUST BE RECEIVED BY: MAY 15, 2004**



## Introduction

The Outstanding Schools Act calls upon Missouri's educational community to strengthen expectations and opportunities for students served by Missouri public schools. Four major initiatives resulted from the legislation: the Show-Me Standards, Curriculum Frameworks, the Missouri Assessment Program (MAP), and enhanced professional development for teachers. As these various pieces were being developed, the call to include *all* students was heard. The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum and participate in the subject area assessments of the MAP. However, for those students who have significant disabilities that preclude them from taking the MAP subject area assessments, an alternative method of assessment is needed. The Missouri Assessment Program–Alternate (MAP-A) has been developed for that purpose.

The MAP-A is a portfolio assessment. The portfolio is a collection of evidence used to demonstrate student progress on the Show-Me Standards (as evidenced by the IEP goals and objectives) and the instructional supports provided to enhance learning. The assessment has five criteria:

- Progress Toward the Goal
- Instructional Adaptations
- Choice Making
- Multiple Settings
- Integration

The following portfolio format is required to provide documentation of the above areas. Two other documents are available as supporting resources for the portfolio: *Missouri's Alternate Framework for Curriculum Development* and the *Teaching Resource Guide*.

**For additional information about the MAP-A portfolio, please contact the Department of Elementary and Secondary Education at one of the following numbers:**

Assessment Section: (800) 845-3545  
Special Education: (573) 751-0187



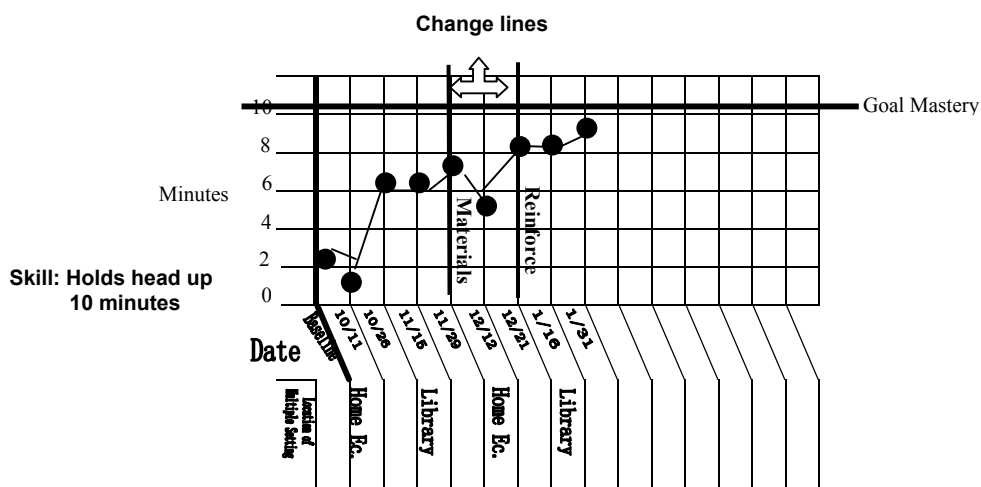
## Directions for Completing the MAP-A

1. The portfolio is not to be separated in any fashion.
2. Start the portfolio at the beginning of the student's IEP cycle.

### Completing the Progress Towards the Goal Data-Collection Sheet (pp. 3-10)

1. Select four goals from the student's IEP. Each goal should relate to one of the six content areas (Communication Arts, Mathematics, Science, Social Studies, Health/Physical Education, and Fine Arts). Select IEP goals from four different content areas.
2. Mark the content area that relates to each goal.
3. From the *Missouri Alternate Framework for Curriculum Development*, identify the Show-Me Standard that corresponds to each goal.
4. Write the annual measurable goal (as stated in the IEP) and the criterion for meeting it.
5. Identify (on the vertical axis) the criterion variable being measured (e.g., minutes head held up). Be sure that the unit of measurement identified on the vertical axis matches the unit of measurement in the goal criterion.
6. Collect performance data every two weeks. Establish a constant schedule for data collection throughout the assessment period (e.g. collect data on Mondays).
7. Mastery level for goal attainment must be indicated on the graph by a horizontal goal mastery line, as shown in the example below. Circle the datum point at which mastery occurs.
8. **Instructional Adaptations** –Documentation will need to be provided when you have applied instructional adaptations. Instructional adaptations refer to any change that you make to instruction in an attempt to obtain improvement in student learning. This can include a change in materials, instruction, setting, etc. To show these changes, draw a line on the vertical line that corresponds to the date that the change is made in the instructional program. Print the type of the instructional change down the line to identify what change occurred. From this point forward the data will reflect the effect of this change on student learning.

In the example below, changes were made during instruction to try to improve student performance. There was a change made to materials used on 12/12 and another change was made regarding reinforcers used on 1/16. Both of these changes are reflected on the vertical change lines. Additional explanation of the instructional adaptations used may be documented on the back of the data collection sheet.



9. The data-collection sheet serves as one piece of documentation for the Multiple Settings criteria. Note the location of any setting other than the classroom at the bottom of the data-collection sheet below the assessment date. See above example.

## **Documenting Choice Making, Multiple Settings and Integration (pp. 11-16)**

1. All documentation must be dated, labeled with a *brief* description and affixed to the documentation pages by staples, glue, or tape. Additional documentation will not be evaluated.
2. All narratives must be signed and dated by the person making the comments.
3. Only the documentation attached under each criterion (Choice Making, Multiple Settings, etc.) will be considered in the evaluation of that criterion.
4. While a suggested list of documentation is provided for each criterion, other than for Progress Towards the Goal, the list is not inclusive. Other forms of documentation are permissible if they clearly show the application of the criteria.
5. Teacher narrative without supporting documentation will not be considered sufficient to evaluate each criterion.
6. Photographs must clearly demonstrate the application of the criteria and be accompanied by a thorough description.
7. Videotapes will not be accepted.

### **Choice Making (pp. 11-12)**

Two examples of Choice Making must be documented. For additional information on Choice Making, see page 11. Choices do not have to be related to the goal. Choices from school lunch menus, course schedules, or compliance with work requirements are not allowable pieces of documentation.

### **Multiple Settings (pp. 13-14)**

The data collection sheet serves as one form of documentation for Multiple Settings. The second form of documentation may either, a) support the multiple settings included on the data-collection sheet, or b) relate to an IEP goal that is not addressed on one of the four data collection sheets. The second form of documentation must include a statement of the IEP goal in the space provided on page 13.

### **Integration (pp. 15-16)**

Two forms of documentation must be submitted for Integration. For additional information on Integration, see page 15.

## **IEP Team Verification (p. 17)**

The special-education teacher, general-education teacher, administrator and parent must review the completed MAP-A portfolio prior to submission. While it is best to review the MAP-A together, it is not required. The administrator may be the school principal or the director of special education.

If a parent does not review the portfolio, the administrator must sign the statement indicating that attempts were made to obtain a parent's signature.

If the portfolio is incomplete, check the "Incomplete MAP-A Portfolio" box and provide a brief explanation (i.e. student moved). The administrator must sign the statement indicating the reason for the incomplete portfolio.

## Progress Towards the Goal Data-Collection Sheet

Entry  
Number  
1

Collect performance data every two weeks. If teaching occurs in multiple settings for this goal, specify the location of the setting in the box at the bottom of the page and include student performance data on the graph.

**Content Area:** ☒ Communication Arts ☐ Mathematics ☐ Science  
☐ Social Studies ☐ Fine Arts ☐ Health/Physical Education

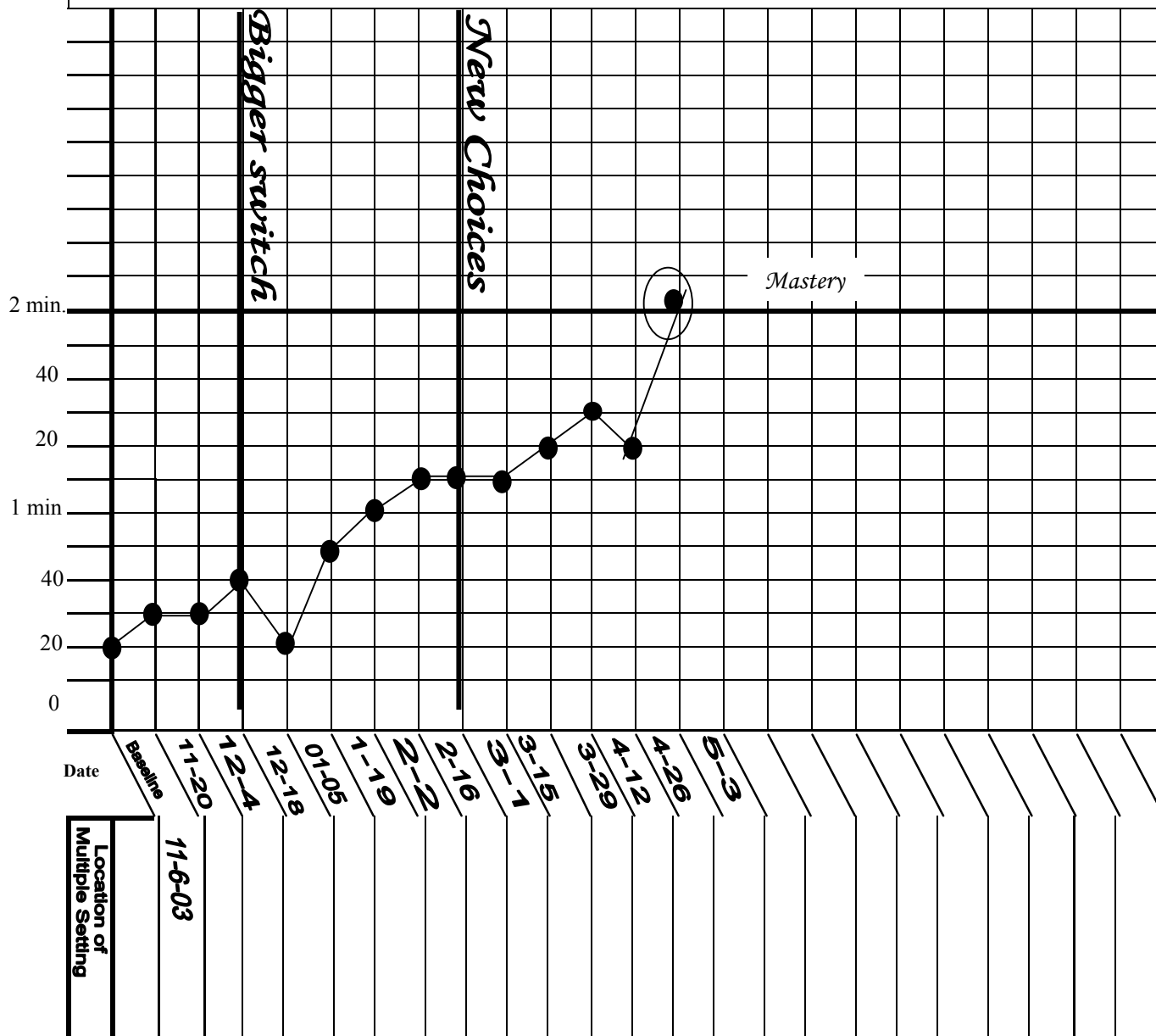
**Show Me Standard/Curriculum Frameworks:**

*CA-4 Using objects, pictures, symbols or written words to express thoughts.*

**Annual Measurable Goal:**

*The student will maintain switch activation*

**Criteria:** *2 minutes by the end of the fourth quarter.*





<b>Comments About Instructional Adaptations:</b> <i>(Optional)</i>



## Progress Towards the Goal Data-Collection Sheet

Entry  
Number  
2

Collect performance data every two weeks. If teaching occurs in multiple settings for this goal, specify the location of the setting in the box at the bottom of the page and include student performance data on the graph.

**Content Area:** ☐ Communication Arts ☐ Mathematics ☒ Science  
☐ Social Studies ☐ Fine Arts ☐ Health/Physical Education

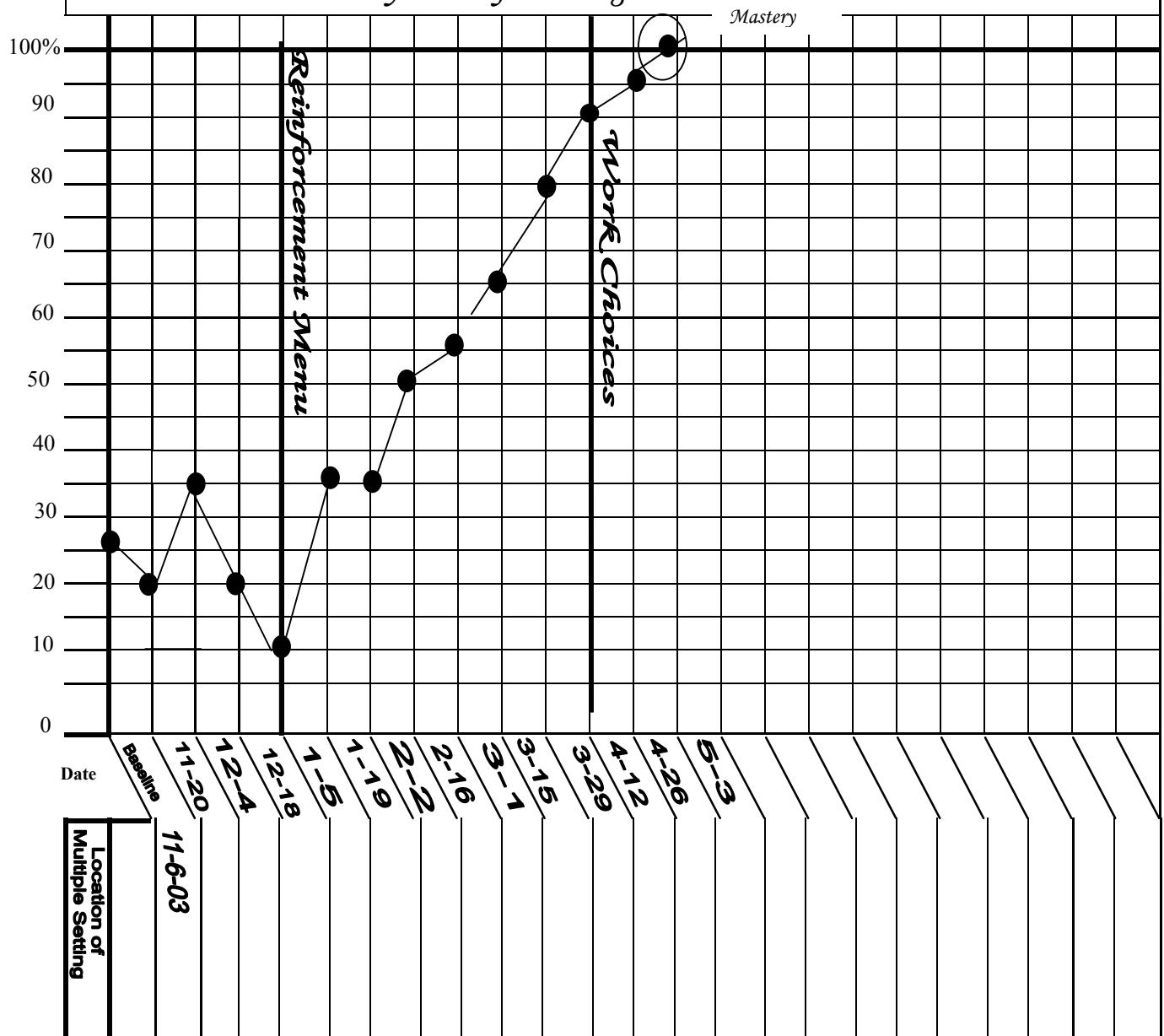
**Show Me Standard/Curriculum Frameworks:**

*SC Using technology and natural resources responsibly, caring for the environment.*

**Annual Measurable Goal:**

*Will make a selection from a choice of three pictures.*

**Criteria:** 100% accuracy 3 out of 4 testing trials.





<b>Comments About Instructional Adaptations:</b> <i>(Optional)</i>

## Progress Towards the Goal Data-Collection Sheet

Entry  
Number  
3

Collect performance data every two weeks. If teaching occurs in multiple settings for this goal, specify the location of the setting in the box at the bottom of the page and include student performance data on the graph.

**Content Area:** ☐ Communication Arts ☐ Mathematics ☐ Science  
☒ Social Studies ☐ Fine Arts ☐ Health/Physical Education

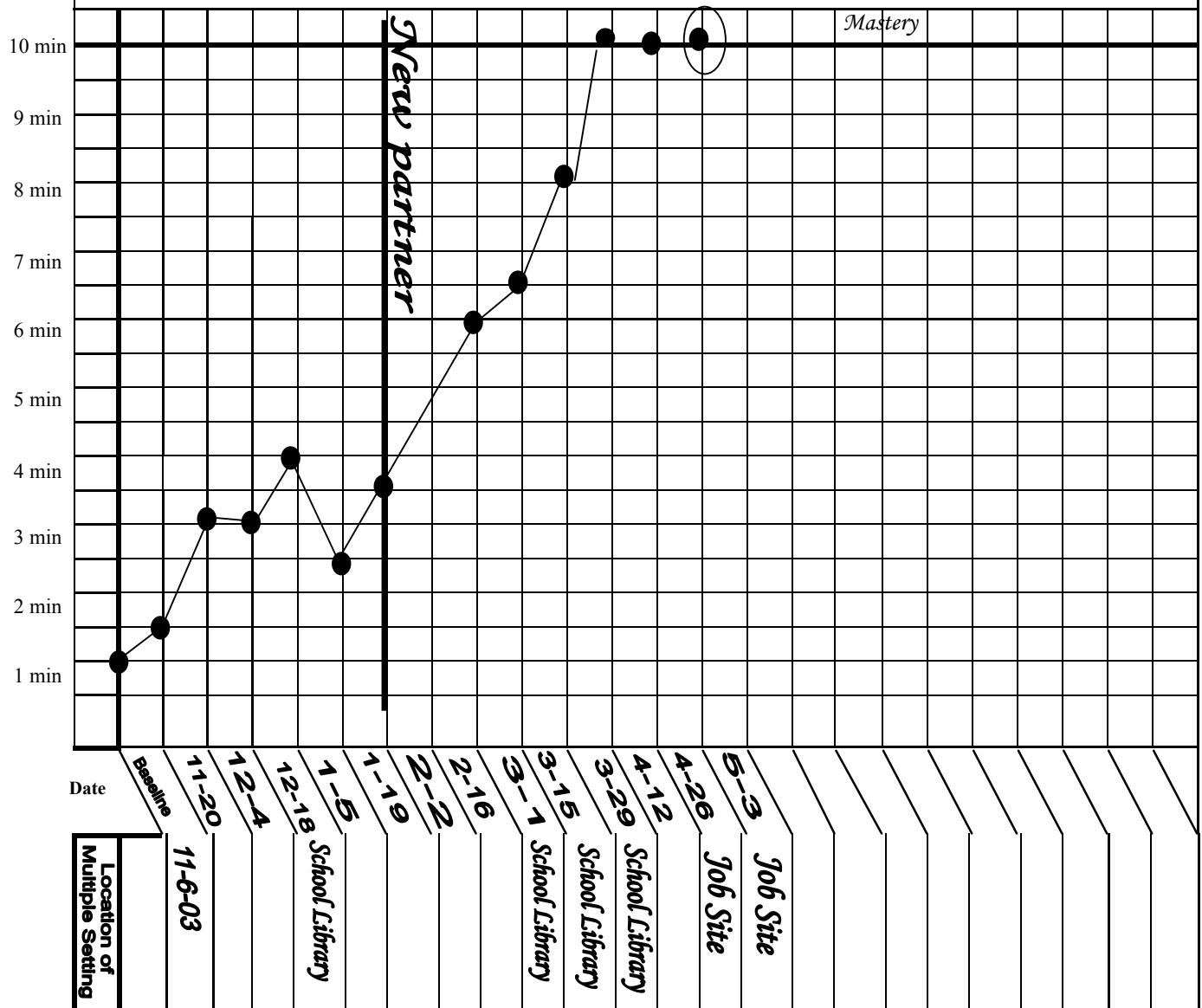
**Show Me Standard/Curriculum Frameworks:**

*SS—Making and following rules*

**Annual Measurable Goal:**

*Participate in small group work activities.*

**Criteria:** 10 minutes 3 out of 4 weeks





<b>Comments About Instructional Adaptations:</b> <i>(Optional)</i>

## Progress Towards the Goal Data-Collection Sheet

Entry  
Number  
4

Collect performance data every two weeks. If teaching occurs in multiple settings for this goal, specify the location of the setting in the box at the bottom of the page and include student performance data on the graph.

**Content Area:** ☐ Communication Arts ☒ Mathematics ☐ Science  
☐ Social Studies ☐ Fine Arts ☐ Health/Physical Education

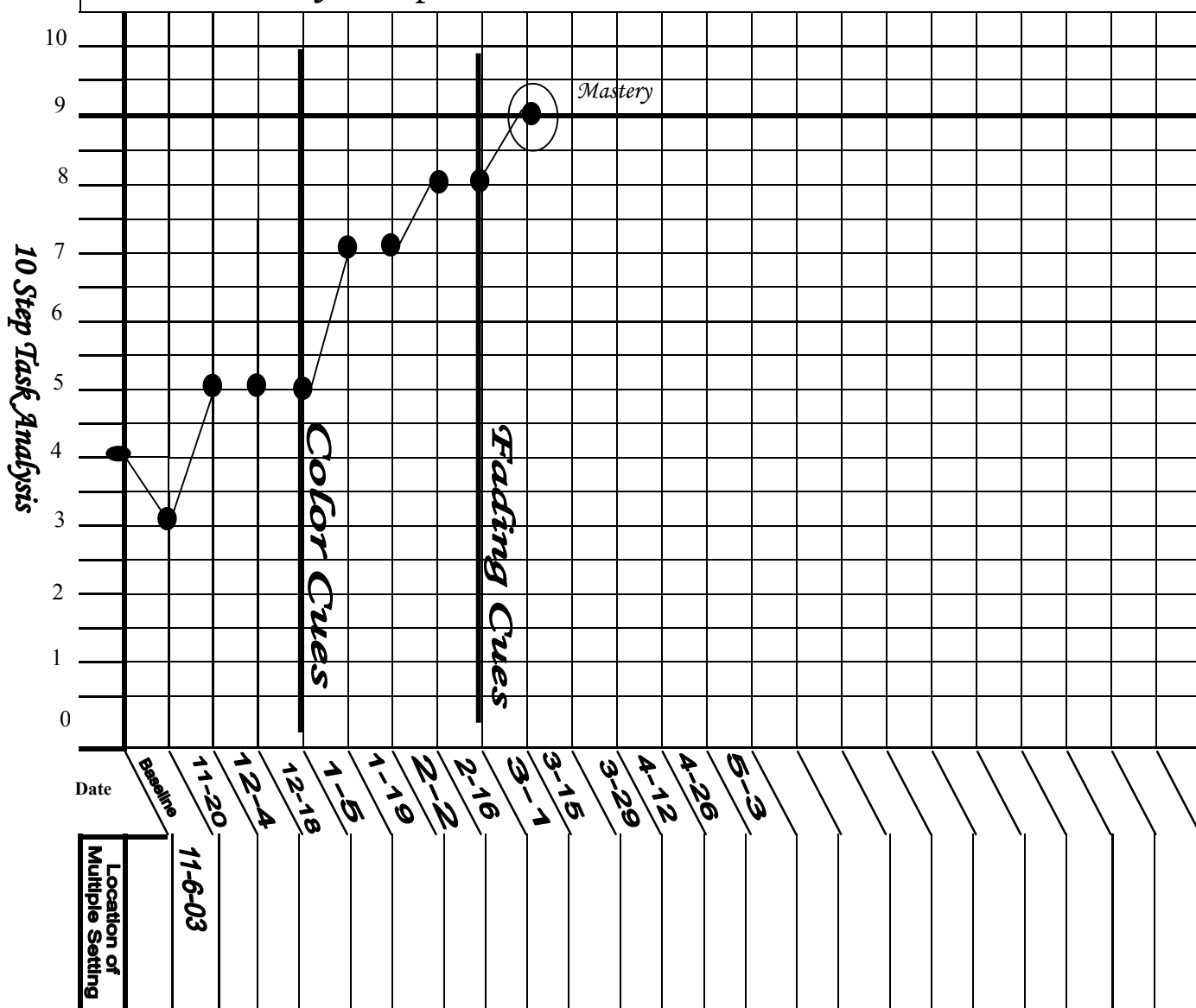
**Show Me Standard/Curriculum Frameworks:**

*M-2—Basic concepts related to size and amount (including measurement skills)*

**Annual Measurable Goal:**

*Follow a pictorial recipe to prepare a simple snack.*

**Criteria:** 9 out of 10 steps.





<b>Comments About Instructional Adaptations:</b> <i>(Optional)</i>
<i>Color cues: measurement of ingredients is highlighted in red</i>
<i>Fading cues: 1. Measurement of ingredients every other word is in red</i>

## Choice Making

**Choices exist when the following conditions are in place:**

1. The student was informed of at least two options, and the student made a selection. Either option selected would be an acceptable choice. Simply the presence of the possibility of a choice is not considered a choice. The student must understand there was a choice to make, not one that was assumed. For example, a student who behaves inappropriately is not making a choice because engaging in inappropriate behavior does not represent an acceptable option.
2. Options are related to an event or activity. Such options could include: the amount of work to complete, the materials, location of the task, the peer or adult to work with, or reinforcement for task completion.





### Suggested Documentation:

- Copy of the student's work-choice menus
- Student's daily schedule - denoting choices
- Peer/Adult choice chart
- Conversational/leisure menus
- Reinforcement menu/choice board
- Choice-making instructional program

## Documentation

(Two opportunities for choice making must be shown.)

*From 10 choices the student had to pick from, these were chosen by the student and in this order. This activity is completed at the beginning of each morning to establish work requirements for the day. The attached is a copy of the student's schedule.* *Yma Goode, teacher 3-22-04*








		Completed
Small Group Work		✓
School Bookstore (By school cafeteria)		✓
Computer Lab—Room 19 (Object to symbol recognition)		✓
Water Plants		✓

## Documentation for Choice Making

*Attached is a copy of the student's afternoon schedule he helps develop each day.*

*Ima Goode, teacher 3-22-04*

### Student Daily Afternoon Schedule

Playground	
OT	
Work Choices	
Home Living Room #9	
Computer Free Time Choice of CD music or games	
Assist Custodian	
Homework Review	





## Multiple Settings

### Multiple Settings exist when:

1. teaching occurs in other locations on the school campus, in the community or in the home;
2. the settings are similar to those that non-disabled peers or their family members patronize;
3. the settings are appropriate for the student's chronological age; and
4. the settings are relevant to the student's current and future level of participation.

### Documentation Options:

- Portion of the IEP related to this criteria
- Parent permission slips with dates and locations
- Checklist/contracts from integration activities
- Job site supervisor's evaluations/rating scales
- Copy of student community log or report
- Community access or transportation logs/reports

## Documentation

*Noting multiple-settings locations on the Progress Towards the Goal Data-Collection Sheet counts as one required piece of documentation. At least one additional or supporting piece of documentation is required.*

### IEP GOAL:

The job site is the location where the student is earning a paycheck and the local bank is where the student practices the IEP goal of endorsing and cashing the check.

*Ima Goode, teacher 2-24-04*

Community Access Trips Log Report			
Date of Trip	Location	Objective	Instruction Time Used
11-20-03	Local Bank	2-1	45 minutes
12-04-03	Local Bank	2-1	45 minutes
12-18-03	Local Bank	2-1	45 minutes

*This is a copy of a computer report showing community instruction. It is sent to the parent upon fulfillment of the time as specified in the IEP.*

*Carlina Stevens, Principal 02-24-04*



Student Achievement

## **Documentation for Multiple Settings**

# Integration

## Integration exists when:

- contacts are with chronological-age appropriate peers ( $\pm$  two years) or with co-workers in the vocational work site ;
- contacts occur outside special-education classrooms or separate school facilities;
- there is participation over time;
- participation is similar to the non-disabled classroom activity; and, ideally
- reciprocal interactions occur between the student and the non-disabled peer(s)

## Suggested Sources of Documentation:

- Portion of the IEP relating to this criteria  
(Must include additional documentation)
- Peer summary of mutual learning experience
- General education teacher summary of areas of growth on the part of student and peers.
- Student integration schedule

# Documentation

(Two forms of documentation must be submitted)

*Attached is a copy of the section in the student's IEP that stipulates integration:*

*Ima Goode, teacher 2-24-04*

Off-Campus Instruction			
Integration:		Daily Living	
Location:	Amount of Time	Location:	Amount of Time
Middle School	400 minutes	Bank	120 minutes

Vocational	
Location:	Amount of Time
Sewing Center	270 minutes



## Documentation for Integration

*Nick comes to my 8<sup>th</sup> grade class two days a week for art. We do lots of group projects and Nick is always given a job in the project. He doesn't like to be touched by some of the kids in the group, but is starting to feel more comfortable as he gets to know us. This week we did a project that had us to trace around each other's hands. Nick never did trace around his partner's hand, but he did eventually let his partner trace around his hand.*

*John Doe, student  
03-26-04*



## IEP Team Verification

*The decision about a student's eligibility for the Missouri Assessment Program-Alternate Assessment has been made by the IEP team and is documented in the IEP. The following individuals have reviewed this student's MAP-A portfolio. The documentation reflects this student's progress towards the selected IEP goals, and it accurately represents the services provided throughout the IEP cycle.*

Title	Signature	Date
Special Education Teacher:	<u>Ima Goode</u>	<u>05-05-04</u>
General Education Teacher:	<u>Rose Bush</u>	<u>05-05-04</u>
Parent/Guardian/Surrogate Parent:	<u>Louise M. Portant</u>	<u>05-05-04</u>
School District Administrator:	<u>Barbara Stevens</u>	<u>05-05-04</u>
Other:	<u></u>	<u></u>
Other:	<u></u>	<u></u>
Other:	<u></u>	<u></u>

**Complete if applicable:**

Attempts to obtain the parent/guardian/surrogate parent's signature were made, but the parent was unable to review this portfolio.

\_\_\_\_\_  
Signature of the school administrator

\_\_\_\_\_  
Date

**Check if applicable:**



**Incomplete MAP-A Portfolio - Please provide a brief explanation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of the school administrator

\_\_\_\_\_  
Date

## MAP-Alternate Scoring Guide 2004 - DRAFT

Progress Toward The Goal	Unscorable	No Progress	Minimal Progress	Clear Progress	Goal Attained
	<ul style="list-style-type: none"> <li>Documentation insufficient to judge criteria</li> <li>Progress evident but data inconsistent with goal criteria</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of any progress towards the goal</li> <li>Student had goal attainment at baseline</li> </ul>	<ul style="list-style-type: none"> <li>Made no more than slight progress from baseline</li> </ul>	<ul style="list-style-type: none"> <li>Made steady progress toward the goal <u>or</u></li> <li>Close to attaining goal at last data point <u>or</u></li> <li>Progress evident but attainment not clear</li> </ul>	<ul style="list-style-type: none"> <li>Attained the criteria stated in the goal</li> </ul>

Instructional Adaptations	Unscorable	No Adaptations	Adaptations
	<ul style="list-style-type: none"> <li>Documentation insufficient to judge criteria</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of any instructional adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of instructional adaptations</li> </ul>
Choice Making	Unscorable	No Choices	Choices
	<ul style="list-style-type: none"> <li>Documentation insufficient to judge criteria</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence the student is provided choices</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence the student is provided choices</li> </ul>

Multiple Settings	Unscorable	School	Community
	<ul style="list-style-type: none"> <li>Documentation insufficient to judge criteria</li> <li>IEP team deems it inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Application of skill in another classroom</li> <li>Application of skill within a school or on school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Application of skill within the neighborhood/community</li> <li>Application of skill at home</li> </ul>

Integration	Unscorable	Not Integration	Interaction	Integration
	<ul style="list-style-type: none"> <li>Documentation insufficient to judge criteria</li> <li>IEP team deems it inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate age placement</li> <li>Placement with less disabled peers</li> </ul>	<ul style="list-style-type: none"> <li>Age-appropriate non-disabled peers</li> <li>Reverse integration</li> <li>Periodic events (assemblies, field trips, classroom parties)</li> </ul>	<ul style="list-style-type: none"> <li>Age-appropriate non-disabled peers</li> <li>Outside special education classroom</li> <li>Participation over time</li> <li>Participation in similar classroom activity</li> <li>Reciprocal relationships</li> </ul>